World Cultures Lesson Plan Unit 1, 5 class periods – lesson 2

Daniel 6th Grade World Cultures Week of August 29, 2016

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| TEKS objective(s) addressed  Learning Targets   * Using maps, graphs, charts, models, and databases, I can pose and answer questions about geographic distributions and patterns for various world regions and countries. * I can organize and understand information form outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps. * I can use math skills to interpret social studies information found on maps and graphs.   Language Objective   * I will show comprehension of text and graphic sources about maps by drawing conclusions using guiding questions.   6.3B Pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, charts, models, and databases.  6.4A Locate various contemporary societies on maps and globes using latitude and longitude to determine absolute location.  6.21C Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.  6.21F Use appropriate mathematical skills to interpret social studies information such as maps and graphs.  6.22A Use social studies terminology correctly.  ELPS:  C.3d Speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency.  C.3e Share information in cooperative learning interactions.  C.4k Demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs  CCRS:  1.A1 Use the tools and concepts of geography appropriately and accurately.  1.A3 Analyze how physical and cultural processes have shaped human communities over time.  3.B1 Apply social studies methodologies to compare societies and cultures.  21st Century Skill: Critical Thinking |
| Guiding Question: How do maps reflect history, political divisions, and geography?  Maps are drawings or pictures that represent physical and human characteristics of places. A map can show you the best route to get to a specific location, what types of businesses you would find in a given area, and can even show changes that occur over time. Today, we will learn about different types of maps and how they are used to gather information. |
| Do Now: Quick Write - Odd One Out |
| Vocabulary   |  |  | | --- | --- | | map | physical map | | political map | special purpose map | |
| LIM Speaking - Think-Pair-Share  With a shoulder partner, brainstorm a list of real-world map uses. An example could be checking the flood plain when moving to a new house or apartment or using a map to locate a new or popular shoe store. You will have 2 minutes to generate as many ideas as possible.  Allow 2 minutes to create their lists. After 2 minutes, create a whole class list by having each pair share 2 items from their list. Encourage students to pay close attention during the discussion so that they will not provide an answer already given.  Discussion Questions  In your opinion, and in reviewing the list that we have generated, when are maps seemingly most useful?  Can maps tell us things about ourselves or other people? If yes, what types of information can they reveal?` |
| LIM Strategy – Visual Notes  Students Complete [SS6\_InterpretingMaps\_VisualNotes\_Unit\_1.docx](https://files.itslearning.com/data/2517/284/SS6/Unit%201/U1%20Interpreting%20Maps/SS6_InterpretingMaps_VisualNotes_Unit_1.docx). while reading  [SS6\_TypesofMaps\_Reading\_Unit\_1.docx](https://files.itslearning.com/data/2517/284/SS6/Unit%201/U1%20Interpreting%20Maps/SS6_TypesofMaps_Reading_Unit_1.docx).  Look at headers and scan text reading the first two sections modeling Think Aloud.  Debrief ?s - How did you classify the first map and why?  The second map? Why?  The last map? Why?  10 minute time limit - Using the maps provided on your Visual Notes, you will provide a detailed response to questions 1-3 in Part II of the handout. We will read the questions together first and you will respond to the questions, in writing, in pairs.  Students then share out paraphrasing their answers.  Debrief ?s - Which continent is represented in the maps?  How might the three maps shown above be useful to a geographer in determining information about South America?  How might the three maps shown above be useful in helping us understand how the Inca lived? |
| Assessment: Display Costa’s Levels of Questioning 15 & 15 minutes  Use the 3 maps provided in your Visual Notes, students create 6 questions—one question per level.  Ex. of a good, thought-provoking question: By looking at the political map of South America, what do you notice about the size and shape of its countries?  Students trade questions with their shoulder partner and answer those given to them using the 3 maps of South America.  Allow 15 minutes for this activity. |
| Closure:  Tweet out big idea |
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Modification:

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| ESL: | Special Education: |
| Working with a partner  Guided material  Spanish/ English Dictionaries  Subtitles on video  Translated work | Students with IEP and 504 pans will receive accommodations per their individual needs.  Highlighting, different colors, dictionaries, extended time, etc  Lessons will be modified to fit academic, and Pre-AP Students |

Homework: